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Incentives Used in Motivating Professional Growth of Teachers.

North Central Association of Colleges and Secondary Schools, Chicago, Ill. Sub-Committee on In-Service Education of Teachers.

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This publication is the product of a project designed to study problems of inservice teacher education and to assemble data on promising practices that might stimulate schools to develop vigorous programs of professional growth. Chapter 1 discusses the project's rationale and the procedures used in gathering data from literature, visits, and discussions with administrators, attendance at panels and discussions, and questionnaire replies obtained from 259 principals and 1, 197 teachers in a 261-school cross section of North Central Association members. Chapter 2 presents discussion and summary lists of observations, conclusions, and suggestions (compiled from the data) on conditions and procedures conducive to the development of the teacher attitudes and behavior which result in continuous professional growth. Topics include elements of a good inservice program, major problems faced by principals in initiating programs, important characteristics of teacher orientation and induction programs, school-community relations incentives, specific salary incentives, and advantages to inservice education of an extended school year. Chapter 3 lists 60 practices principals have found to be effective and 60 incentives listed by teachers as the most promising in their own school systems. A summary of conclusions and a 17-item bibliography are included. (JS)

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INCENTIVES USED IN MOTIVATING PROFESSIONAL GROWTH OF TEACHERS

N. Durward Cory

A STUDY CONDUCTED AND REPORTED BY
THE SUB-COMMITTEE ON
IN-SERVICE EDUCATION OF TEACHERS

Committee on Teacher Education
Commission on Research and Service

NORTH CENTRAL ASSOCIATION OF COLLEGES AND SECONDARY SCHOOLS

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INCENTIVES USED IN MOTIVATING PROFESSIONAL GROWTH OF TEACHERS

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FOREWORD

IN-SERVICE education of teachers is generally recognized as crucial in their professional growth. What teachers learn in colleges and universities is only the foundation for growth and development in meeting their classroom responsibilities. The North Central Association has long recognized this fact by the appointment of a committee on in-service education to study these problems, to assemble reports of promising practices, and to give leadership in stimulating member schools to provide vigorous programs of professional growth.

This is the third study to be published by this committee. The first entitled "A Study of In-service Education" was published in 1944. In it were stated the fundamental principles which must be considered in organizing for in-service education. The second report "Improving Intergroup Relations in School and Community Life" (1946) attempted to show various ways in which a faculty might apply these fundamental principles to a specific problem. Both of these reports are now out of print.

This is a research study concerning the real incentives which are of most importance in teacher growth. The study has gathered data concerning the worth and merit of many of the principles presented in the previous reports. The information included should be valuable to principals and committees of teachers who are beginning an in-service program or who are experienced in this work. Every effort has been made to present the findings of the study clearly and concisely so that they will be read and used by busy people. Hundreds of definite suggestions which have been used with success in member schools are presented. However, the reader must be cautioned that success of a device in one situation does not guarantee its success in another.

The committee wishes to acknowledge its debt to N. Durward Cory who has prepared the instruments, assembled the returns, tabulated the data, and written this report. The assistance of Dr. R. M. Holmstedt and a graduate committee from Indiana University has been of much value. Mention should also be made of the help given by participants in several discussion group meetings held in Chicago during the Annual Meetings of the North Central Association.

Reprints of this report are available at the office of the secretary, Charles W. Boardman, Professor of Education, University of Minnesota, Minneapolis, Minnesota. Price: single copies 25¢, quantities of ten or more, 15¢.

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CHAPTER I. AN OVERVIEW OF IN-SERVICE TRAINING

PROBLEMS OF MOTIVATING TEACHER GROWTH

WHAT causes some teachers to grow in service more than others? What incentives contribute toward teacher growth? What can an administrator or supervisor do to stimulate in-service growth? Do teachers feel that participation in solving their own problems is a desirable incentive? What is the influence of age, training, experience, sex, marital status, and participation in workshops on attitudes toward incentives? How do principals and teachers rate salary increments, recognitions for committee work, orientation programs for new teachers, improvement of health and social welfare, and school-community relations as incentives to growth?

Administrators are faced with problems such as the above in starting an in-service program. Some teachers seem willing to work toward higher standards, but others are unconcerned or seem unwilling to grow. How can growth be started? What are the problems in starting teachers toward growth? What would be a good beginning program for a school starting an organized and planned in-service program for the first time? How can a going program be implemented and improved? Which incentives have proved promising and which are least successful? With whom does the responsibility of initiating and motivating a program rest? How can the program be inaugurated?

Motivating teacher growth is an important phase of the school program, and answers to the questions and problems can contribute greatly to an improved program of in-service education. An attempt has been made in this study to obtain the answers to the foregoing questions and many other problems which face administrators in their present day in-service education problems.

IMPORTANCE OF IN-SERVICE TRAINING

In-service training is the key to successful improvement of the educational program. In order to carry on a complete in-service program which seeks to improve every phase of the school program, a keen understanding of all the elements of administration, supervision, and techniques for securing cooperation and teacher improvement is necessary. The Master of Arts degree in education would certainly be a minimum training requirement for the administrator who gives leadership to such a program.

The chief responsibility for the in-service training program is a local one, and the responsibility for establishing the program rests with the local board of education and school administration. The very nature of the program makes it impossible for the responsibility to be placed elsewhere. The degree of success or failure of the program will in a large measure determine the effectiveness of the local school program. Effort, time, and money spent by the local school district and its officials will result in the establishment of a better educational program for the youth in the community.

The administrators must recognize the importance of in-service training and accept the responsibility for its establishment. Modern school administration takes place only by cultivating to the highest degree the potential of each staff member individually and of the group collectively. Knowledge of

techniques, individual and group analysis, and surveys are necessary to bring the problem into focus and to move foreward to higher goals.

Because superintendents and principals are busy persons the necessary time to initiate and to propel a program is difficult to obtain. A careful study and understanding of the techniques, practices, incentives, and problems of in-service training will help in the establishment of a successful program and will save time eventually.

SOURCES OF DATA

The Commission authorized the Sub-committee on In-service Education of the Committee on Research and Service of the North Central Association of Secondary Schools and Colleges to make a study of Incentives for In-service Education of Teachers. The sub-committee secured N. Durward Cory, superintendent of schools, Rochester, Minnesota, to act as its research consultant. The sub-committee also worked in cooperation with Dr. R. M. Holmstedt and a committee on graduate work from Indiana University.

Information believed to be of value to the study was obtained through a perusal of the literature, visits and discussions with administrators working with teachers toward teacher improvement, obtaining data on city-wide programs on in-service education, and attendance at panels and discussions on in-service training. A list of all suggestions and ideas was made, together with a tentative breakdown of topics which might be helpful in dividing the study into various phases for individual study and interpretation.

The members of the committee believed it advantageous to use the questionnaire method. A questionnaire was devised and refined in accord with the suggestions of the various committee members. The questionnaire was submitted to a limited number of schools; and, upon the basis of their answers and comments, the questionnaire was further refined and shortened. Separate booklets were prepared for teachers and principals; however, except for the data on the first page, the questionnaires were identical.

The names of schools believed to have good in-service programs were secured from state departments of education, from state representatives of the North Central Association, and from members of the committee. Letters inviting the schools to participate were mailed to these schools. Questionnaires were sent to those expressing a willingness and desire to participate in the study. Returns were received from 261 schools in time for inclusion in this report. The returns, including replies from 259 principals and 1,197 teachers, represent a good cross section of all areas and states included in the North Central Association.

The remainder of this report draws heavily upon the data secured in the study. The observations made, the conclusions drawn, the suggestions given, and the summary lists included are based upon the answers given in the questionnaires or secured by personal visits to the schools.

DEFINITION OF TERMS

In order that the purposes of this study might be clarified, definitions have been made of in-service education, incentives, and motives. In-service education is assumed to be the sponsoring or pursuance of activities which will bring new insights, growth, understanding, cooperative practices, democratic procedures, and community understanding to the members of the staff and arouse them to action to improve the curriculum, to take additional training, and to improve them-

selves and their work in every possible manner.

Incentives are assumed to be those conditions and procedures which contribute toward making the teacher more concerned, and more desirous and willing to grow; to move toward higher and better professional goals; and to work more harmoniously and cooperate more intelligently with teachers, the community, and the administration in the process of developing adequate educational opportunities for pupils.

Motives are considered to be those inner urges or natural feelings on the part of each teacher which cause him to be likely to follow a certain course of action. If the teacher's motives are well taken care of, he may be satisfied; but he may also be static as far as growth is concerned.

A teacher may have a motive, desire, or inner urge to feel secure in his teaching position. Supplying an incentive for improvement might well take the course of giving the teacher an opportunity to learn through visitation to other classrooms that effective work including some ideas new or foreign to the teacher is taking place under other teachers. Supplying the incentive which comes from class visitation may cause the teacher to grow in service and to become a better teacher because of his motive to feel secure.

THE HUMAN ELEMENT

The first thing an administrator must do to be successful is to work with a teacher with the full understanding that a teacher is a human being. The establishment of a working relationship based on mutual confidence and trust from the personal point of view is necessary before there can be any hope for advancement from the professional point of view.

The value of proper recognition of the work of the individual is necessary in order to give him the proper feeling of status and to increase his morale. An expression of interest by the administrator in the personal and professional problems of the individual or group may often be the means by which they continue their willingness to work with him toward the solution of a problem. It is often said that no matter who the person is he can improve. In some cases a little note to the teacher expressing satisfaction with some of his efforts may be the spark which causes the teacher to work toward further improvement.

A teacher like any other person appreciates the opportunity to participate in the solution of problems which lie nearest to his own interests. He will give considerable time and effort toward the solution of these problems if there seems to be a reasonable possibility that changes will come as a result of his findings. Human beings like to work creatively. The administrator's problem is to furnish the environment in which they can work effectively. The wise administrator will create an atmosphere in which teachers will bring in their problems and discuss them freely.

Progress comes faster from persons who have shared in a problem and understand it than from those upon whom a solution has been imposed. Teachers who participate in the determination of a program will work together in putting that program in effect. Chaos and misunderstanding come when teachers have not been taken into consideration and when they have had little or no opportunity to voice their opinions. There is a natural inclination for persons to feel that they are important and that what they are doing is important. It is essential that the administrator take full advantage

of these natural human desires and of the increase in morale which comes when these individual traits have had full opportunity for natural expression and fruition.

Human beings like to work with each other. The combination of the desire of participation in solving one's own problems with the natural desires of participation and association with one's own fellow man are important natural characteristics which work to the advantage of the administrator who wishes to establish or to motivate an in-service growth program.

The natural urges and concern of teachers and teacher groups change from time to time. When one problem which has seemed to be important is solved, often another arises to take its place. People have biological drives, the strongest drive at any one time being the one which is least satisfied. Teachers have long term and short term urges, and both may be utilized in establishing an in-service program. The concern for salaries may be solved for a year by an increase or for a longer term by the establishment of an excellent schedule. When the salary concern is solved, another problem moves in to occupy its place. Setting up the machinery to work out the problems which may arise brings progress.

PARTICIPATION AS A MEANS OF MOTIVATING TEACHER GROWTH

Teachers have a natural desire to participate in those areas of curriculum, experimentation, evaluation, administration, and procedures which affect them directly. For the administrator to set up a type of organization in which teachers have an opportunity to share experiences and to contribute to the solution of problems which are of direct concern to teachers is probably the most vital of all incentives in setting up a truly successful program of in-service education. The incentive of desire for participation in problems affecting teachers' welfare is of sufficient degree in most cases to start the movement toward solution of the problem. Growth and improvement come from the discussion, research, deliberations, and study which develop with the search for an answer to their problems.

Teachers wish to be included as an integral part of the school administration. They can only feel that they are in part of the administration if they are acquainted with the problems, if they understand the thinking and interpretation in relation to the various policies, and if they actively participate in the determination of school policies and procedures.

Teachers who have become static in the educational field are those who have not participated in its planning and determination. In most cases they have not been given an opportunity to share the many problems in which they have a common interest or to work cooperatively on them.

Giving newer teachers an opportunity to participate in the solution of their common problems will keep them alive and alert; giving the same opportunity to older teachers will revitalize them and give them renewed interest in their school work. Growth can come only where opportunity for growth is present. Participation in working out solutions of problems which are vital to teachers is the food which can provide further growth.

CHAPTER II. MOTIVATING TEACHERS TO GROW

ELEMENTS OF A GOOD PROGRAM OF IN-SERVICE EDUCATION

IF TEACHERS are to improve in their professional work, the more extensive growth and development of the teacher must go on continuously over the period of his active professional service. The stimulation for this growth can be created and carried on successfully in the local school community.

A good program of in-service training is the first prerequisite in promoting this necessary growth for members of the professional staff. Teachers are of the opinion that there are certain activities and practices which contribute largely to the increase of growth and morale of the staff.

The ten elements which are considered most important in a good in-service education program for a school system are as follows:*

1. Teachers are made to feel that they are an integral part of the school administration.
2. Opportunities exist for promoting teacher improvement.
3. Curriculum planning is carried on cooperatively by teachers, administrators, and supervisors.
4. Research and experimentation by teachers and teacher groups is encouraged.
5. New teachers are well oriented to their positions.
6. There is teacher-parent-community cooperation.
7. Salary practices are adequate and recognize training and experience.
8. Sufficient time is available to carry on group activities without injury to health and morale.
9. The administrator is fair and open minded. Suggestions of teachers carry weight with him and are given careful consideration.
10. All activities are carried on by administrators, supervisors, and teachers working as a team toward their fulfillment.

* This list and the ones which follow in this report are taken from the results of the study.

MAJOR PROBLEMS FACED BY PRINCIPALS IN INITIATING AN IN-SERVICE PROGRAM

In order to set up a successful in-service education program, it is important to the principal to understand the problems he faces. One of the greatest problems is the personalities of the teachers and of the principal. The administrator must first make certain of his personal approach and understanding of the problems involved. Once the principal has improved his own psychological approach and understanding in dealing with teachers, he is ready to start the work toward improving the program in his own school.

Principals will find it difficult to initiate a good program of in-service training because there are many factors working against the successful promotion of any idea which requires change or extra work on the part of the staff. The following list contains the major problems which have to be considered by the principal when he begins to plan and organize for a successful in-service program.

1. There is a natural inertia and negative attitude on the part of teachers and a feeling of satisfaction with the *status quo*.
2. A lack of unity and consistency exists in the total school program.
3. Conflicts divide the modern and traditional groups.
4. The amount of time available is insufficient.
5. Many teachers use tenure as the excuse to hold their teaching positions and have little or no desire for improvement.
6. There are insufficient funds for visitation, workshop, and curriculum activities.
7. There is a high turnover of staff personnel.
8. There is a lack of understanding of ways and means to initiate an in-service program.
9. Teachers receive low salaries and are apathetic toward their work.

m. Teachers are overwhelmed with too large a scope of these and areas of work for any hope of satisfactory solution.

INITIATING AND MOTIVATING THE PROGRAM

There are many factors which are important to the principal both in initiating and in motivating an in-service program for his staff. The principal must first know and understand the ways in which successful democratic relationships are carried on between the faculty and the administration. Unless the administrator does understand and values he is willing to give to his faculty the full responsibilities and privileges which go with the assignment of certain areas for study, he cannot hope to initiate or to maintain a successful in-service program.

The suggestions which are given here for initiating the program are the ones which are considered necessary for a successful beginning. They are the basic foundation from which growth and improvement will come as the ultimate result of cooperative planning and participation on the part of the faculty:

A. Initiating the Program

a. The administrator must understand and practice democratic relationships in dealing with his staff. He must be the one who initiates the in-service program.
b. The feelings of all participants in the group must be given fair consideration in reaching a conclusion.
c. Open-mindedness must be cultivated on the part of all staff members and must be inherent in the administrator.
d. The program must be of sufficient scope to include the problems of both beginning and experienced teachers.
e. Problems assigned to teacher groups for study must be within areas in which the teachers are interested.
f. Teachers must be allowed the opportunity of identifying the problems which they feel are most important to them.
g. The group should look upon the development and growth of children as the primary purpose of their endeavors.
h. Teachers working toward the solution of a problem must feel that improvement is being made in the area in which their group is functioning.
i. Decisions reached must be on a group basis without domination by a single individual or by a few individuals.
m. Patience is of the utmost importance because growth in the cooperative approach comes slowly.

B. Motivating the Program

a. Ask teachers to evaluate the present school program.
b. Assign greater responsibility to teachers who have grown in leadership.
c. Give greater recognition to teachers who have shown successful participation.
d. Establish workshops in areas of greatest opportunity for improvement.
e. Permit and encourage teacher exchanges and visitations.
f. Have the staff help in planning the orientation of new staff members.
g. Increase community participation in school committees.
h. Allow teacher participation in planning the agenda and in carrying on faculty meetings.
i. Establish curriculum study groups to evaluate the curricular program and to make suggestions for improvement.
m. Send articles which have been found of value to teachers, suggesting that staff members will probably find the articles of interest to them.

ORIENTATION AND INDUCTION OF NEW TEACHERS

Teachers are in complete agreement that incentives are of greater value in the field of orientation of the new teacher than in any other area in which incentives are being used. Although the new teacher has had, in most instances, advantages of good college training which may have included some very good experience in practice teaching, he cannot possibly have the vast amount of information and experience which is necessary for effective work. In like manner teachers who have taught in other systems lack the necessary knowledge regarding the opera-

tion of the local system. They also have little or no knowledge of the community or ways to utilize best the local resources for field trips, for speakers, for background for units of study, or for their own personal enjoyment and understanding as citizens.

The integration of new members of the staff into the organization in order that the group may function on the best possible working basis is one of the most important functions of administration. The new teacher must understand the school and the philosophy upon which it operates. He must feel from the first that he is appreciated as an integral part of the group. He must know as much as possible concerning the government, industries, interests, and problems of the community in order that he may serve better its constituents in his capacity as a teacher.

The following are considered highly important in the orientation and induction of the new teachers:

1. New teachers should be assured in every way possible of the interest of the administration and teaching staff of their success and welfare.
2. A period of orientation and training for new teachers should be provided prior to the opening of school.
3. New teachers should be made acquainted with the philosophy under which the school operates.
4. New teachers should be informed of books, materials, and supplies which are available in order that they may become acquainted with them, with their use, and with the methods by which they may be secured within the system.
5. Handbooks containing rules, regulations, and procedures should be given to new teachers prior to the first day of teaching.
6. Administrators and supervisors should set up a plan for regular consultation with new teachers concerning their problems.
7. The principal and supervisors should work to put the new teachers at ease in their positions.
8. Constructive assistance toward solving classroom problems should be given the new teachers.
9. The faculty should make a conscious effort to assist the new teachers and to make them feel that they are an integral part of the school staff.
10. Teachers, supervisors, and principals should work together in planning and carrying out the various phases of the orientation program.

COMPARING THE POINTS OF VIEW OF PRINCIPALS AND TEACHERS

The study revealed that teachers and principals agree on many of the phases necessary to carry on a successful in-service program. They are in close agreement in regard to the value of incentives which may be used to motivate teacher growth. They are also in agreement concerning the problems which prohibit the establishment of an effective program. In most cases neither the principal nor the teachers consider the program being used in their schools as desirable as they would like to have. The greatest point of controversy between principals and teachers is in regard to the amount of democracy practiced by the administrator in his administrative policies and procedures. Although a considerable number of teachers agree with the administrator concerning his democratic practices, the percentage of teachers who believe that they are made to feel that they are an integral part of the school administration, that they participate in the formulation of educational policies, that their suggestions will receive careful attention and are often adopted, or that teachers share in the execution of policies is substantially less than the percentage of principals who believe that teachers are allowed this type of participation in forming and carrying out policies.

This would point out a definite need on the part of principals to re-examine and evaluate this portion of their administrative programs to be certain that they are as democratic in their

points of view as they feel they are or as they would like to be.

The points of view as expressed by teachers and principals may be summed up as follows:

1. Principals and teachers agree that democratic participation of teachers is a highly important incentive.
2. Teachers are much less likely than principals to believe that democratic practices are used by the principal in working with this staff.
3. Principals and teachers agree fairly well on the problems encountered in establishing an effective incentive program.
4. There is agreement on many of the items which are important in establishing and carrying on a successful in-service program.
5. Teachers have a desire for consideration, for participation, and for understanding of their problems; and they have a desire to share the formulation of policies. They do not wish to take over administrative duties.
6. Principals and teachers agree that practices now used in their school systems are somewhat below what they would consider desirable.

SCHOOL-COMMUNITY RELATIONS

School-community relations are an important incentive to in-service growth of teachers. While teachers report that the community council with which most of them would not come in direct contact is of little value as an incentive, they rate parent-teacher cooperation, parent-teacher conferences, and joint committee or study group activities in which many of them come in direct contact as highly desirable.

Utilization of community resources to the greatest possible extent is also ranked as very valuable. Other types of school-community relations, newspaper and radio attitudes toward the school program, publicity regarding outstanding work done by teachers, and efforts toward special recognition were considered to be of some value as incentives.

The following points sum up the attitudes of teachers toward school-community relations as incentives which would encourage teachers to grow in service:

1. Cooperation of parents and teachers in the educative process is a very important incentive to teachers.
2. Parent-teacher conferences and parent-teacher participation on committees and in study groups are considered to be very valuable incentives in carrying on the cooperative process.
3. The resources of the community should be used to the fullest extent in planning courses of study and in teaching.
4. While a large percentage of all teachers consider the use of community resources to be valuable, the teachers who have participated in community studies consider it to be even more valuable.
5. Participation of leaders of business, government, and industry in school convocations; field trips to places of value and interest in the community; and utilization of materials of local history, important persons, industry, and resources in teaching were considered by teachers to be highly desirable incentives.
6. Appreciation of the teachers' work by the community while of some value is not rated so important as are other aspects of the school-community program.
7. Interpretation of the school needs, policies, and development to the public, while important in other phases of the school program, is not considered to be of great importance by teachers as an incentive toward teacher growth.
8. Provision for a community council to share in discussion of school problems and policies is not regarded highly at the present time by teachers as an incentive for them to further their growth.

MOST PROMISING IN-SERVICE INCENTIVES

Teachers believe that certain types of incentives are very valuable in promoting in-service growth on their part. It may well be assumed that the fulfillment of the majority of the things that teachers believe are highly important will greatly increase teacher morale. The increase in morale, in turn, should greatly motivate the teachers toward greater endeavor and a more successful carrying out of the teaching program. A careful study of

the following list of most promising incentives, with an analysis of one's own school program, should form a basic starting point upon which to build a successful local in-service program:

1. The total teacher load is adjusted so that the teachers can carry on without undue strain on their nerves and health.
2. A planned program of faculty and administrative assistance in the orientation of new teachers to the staff is an integral part of the school organization.
3. A salary schedule based upon training and experience is in full effect.
4. Administrators operate in a manner which makes teachers feel that they are an integral part of the school administration.
5. Teachers feel that suggestions and recommendations for administrative procedures made by individuals or committees will receive careful attention and often may be adopted.
6. Teachers participate in the formulation of educational policies.
7. Teachers who do outstanding work can expect to be promoted when vacancies occur.
8. The administration welcomes contributions by any or all teachers.
9. College or extension work for teachers is available at or near the school.
10. Encouragement is given teachers to attend meetings of professional organizations and groups in the teaching field and to participate in them.
11. There is a continuous, organized program of curriculum development.
12. Curriculum revision is based upon the results of the evaluation of educational needs and services.
13. Teachers and parents cooperate in the educative process.
14. Teachers or teacher committees participate in the making of the salary schedule.
15. Provision is made for substitute service so that teachers may attend professional meetings and visit schools and classes.
16. Teachers are encouraged to evaluate their own work and to suggest improvements for their own programs.
17. Teachers have opportunities made available to improve their competence.
18. The administration makes a conscious effort to enable the staff to see the need for professional development and improvement.
19. Information on pupil achievement, progress, abilities and needs is available and used in curriculum revision.
20. Teachers are encouraged to carry on experimentation and research and feel free to do so.
21. Teachers are encouraged to utilize the resources of the community to the fullest extent in teaching and in planning courses of study.
22. Teachers are employed for more weeks than the regular school year.
23. Teachers are selected and promoted upon the basis of objective techniques and merit.
24. Groups of teachers work together in developing an integrated curriculum.
25. Parents and teachers have conferences in regard to the educative progress of the students.

EXTRINSIC AND INTRINSIC MOTIVATION

The terms extrinsic and intrinsic are sometimes used to describe certain types of human behavior. Extrinsic motivation is that type which is provided by means which are external or outside of the person's inner emotional reactions. Intrinsic motivation, on the other hand, comes from the application of those incentives which appeal to the innate and inherent inner desires of a person. These include, among others, the natural desire to attain recognition, to be successful, and to participate in decisions affecting one's own welfare. In many cases the application of an incentive for extrinsic motivation may carry with it many elements of inner satisfaction to the individual. Both individual urges should be appealed to as far as the total school staff is concerned. Some teachers will respond more quickly from one type of motivation, and other teachers will respond more quickly from entirely different types of motivation. Certainly the appeal to the extrinsic and intrinsic desires of the individual furnishes two entirely different incentive approaches to the motivation problem.

The following two groups of extrinsic and intrinsic incentives should be of great value to those who wish to use

this type of approach in an effort to improve in-service professional growth of teachers:

A. Extrinsic

1. The salary schedule provides extra salary for additional training and experience.
2. Teachers are required to attend summer school at regular intervals.
3. Teachers are assigned to committees to study problems of the school.
4. Teachers and teacher groups are commended upon work well done.
5. Teachers are given a visiting day and required to make a report on the visit when they return.
6. Teachers are sent to conferences and workshops with expenses paid.
7. School workshops are conducted for the staff. Outside speakers are provided for group meetings.
8. Articles calling attention to professional recognition attained by teachers appear in the local press.
9. Capable and experienced staff members are assigned to work with new teachers.
10. Supervisors are assigned to work with members of the staff who need help.
11. Teachers who do good work are given promotions and responsibilities.
12. Individual teachers are asked to report at teachers' meetings on courses they have taken, speakers they have heard, or articles on education they have read.

B. Intrinsic

1. Teachers who seek to improve the curriculum and other areas of school work appreciate being given an opportunity to do so.
2. There is a natural desire to attain status which is satisfied by an additional degree or training. This desire can be stimulated by calling attention to the increase in the status of the school and pointing out that it also increases with the attainment of individual status.
3. Teachers by nature desire to do the best possible work that they can.
4. Teachers desire to receive more salary in comparison with other professions and thereby to increase the status of the profession.
5. Teachers desire to attain recognition for effective work which they have accomplished.
6. Teachers receive satisfaction from participation in decisions which affect their own work.
7. Teachers like to feel that they are a part of a team working together for the common good and sharing both successes and failures.
8. Teachers like to feel that contributions and suggestions are appreciated.
9. Teachers appreciate being given opportunities to develop their own qualities of responsibility and leadership.
10. Teachers enjoy being told, at regular intervals, that their work is appreciated.

SALARY POLICIES

Teachers consider participation in the making of a salary schedule and the adoption of a salary schedule based on training and experience as highly desirable as an incentive for teacher growth. Teacher morale has been lowered in many situations because of low salaries and because of unfair practices in the setting of salaries. Teachers are also frustrated because their salaries are below the scale of other professional groups.

It is difficult to rate teachers in ability and still more difficult to justify the ratings given. Teachers who feel, justly or unjustly, that they have been discriminated against will not work with the same enthusiasm or interest as when they believe they have received fair consideration.

There is much that can be done to improve the salary schedule, determined as it is on the basis of training and experience, if a way can be found to administer consideration of merit on a fair and acceptable basis. At the present time, however, consideration of merit is doubtful as a valuable incentive because of the administrative problems involved in its operation.

Provision for additional salary for credit beyond the master's degree is an important incentive which will encourage teachers to improve their background for teaching and to keep up with newer procedures.

Benefits such as provision of substitutes for teachers attending profes-

sional meetings, financial assistance for attending workshops or conventions, sick leave, professional leave, and substitution of travel or work experience for college credit merit favorable consideration as incentives.

Teachers believe that the following program is very valuable as an incentive for in-service growth and rank the items in importance in the order as given:

1. There is a salary schedule based upon training and experience in effect.
2. Substitute service is provided for teachers attending professional meetings and visiting other schools and observing classes within the local system.
3. Teachers or teacher committees are allowed to participate in the making of the salary schedule.
4. Addtional payments are made to teachers who perform extra duties.
5. Teachers are given financial assistance to attend out-of-town professional meetings.
6. The salary schedule provides for extra payment for work beyond the master's degree.
7. Teachers are permitted to substitute travel, work, or other experience for professional study required to maintain their places on the salary schedule.
8. Additional payments are made to teachers on the basis of merit.

THE EXTENDED SCHOOL YEAR

There is a growing tendency for an increasing number of school systems to employ teachers for a period longer than the regular school term. Some schools have teachers return for a period prior to the opening of school in the fall; others have teachers return both in the fall before school opens and remain in the spring after school closes.

There is much to be gained in an in-service program by the extended school year. This period provides for much needed time on programs of workshop, orientation, and curriculum study at a time when teachers are not occupied with the routine and problems which accompany the work of the classroom.

Teachers appreciate the opportunity both from a viewpoint of time and of the salary advantage which accrues in the extended program. Most teachers and administrators believe that employment beyond and above the regular school term is a very valuable incentive for in-service training.

The year-round program providing for eleven months employment of all teachers is being used in a few communities. This program provides for the services of teachers in recreation, classroom teaching, local workshops, summer school for additional college credit, and approved travel. The program affords an excellent opportunity for teacher growth through workshop and in-service education activities. The program is relatively new, however, and is considered by most teachers as of doubtful value as an incentive. The program is progressing well, however, in the few schools where it does operate, and may deserve further consideration on a long term basis.

Teachers consider the following to be valuable as incentives for in-service growth:

1. Employment is given to teachers by the school district for more weeks than the regular school term.
2. Participation by teachers in a program of workshops, orientation, curriculum study, and planning prior to the opening of school in the fall is established as an integral part of the school program.
3. Teachers who travel during the summer to improve their teaching receive a salary from the school district.
4. The Board of Education makes provision for participation of all teachers in workshop and curriculum studies following the close of school in the spring.

INTERESTING OUTCOMES OF THE STUDY

Many school people consider age, sex, marital status, size of school system in which teachers work, amount

and recency of training, participation in conventions, conferences, and workshop activities to be important factors affecting teacher effectiveness and growth. Administrators have formed generalizations in their feelings and attitudes toward groups of individuals on the basis of their opinions in regard to the foregoing groups.

This study would indicate that all groups of teachers and principals are in close accord in their feeling toward which incentives are important for in-service growth. At the same time, however, teachers are much less likely to feel that democracy was being practiced in their respective schools than are the principals. Principals should check carefully to be sure that they are permitting as much actual teacher participation as they believe they are.

There is no substantial difference in the feelings of teachers toward in-service training on the basis of sex, age, marital status, or number of children. While it is often believed that older teachers are less likely to participate in activities for either change or improvement of their present practices, the reaction of older teachers to the questionnaire was not different as a group from the reaction of younger teachers. It is, of course, possible that this reaction may not be typical of all older teachers because the questionnaire was given to only the better teachers and those who in many cases had had experience in in-service growth activities. Although there is no evidence in the data, visits with administrators of schools having programs have brought an indication that the reason some older teachers are static is that they have gone so long without any incentives for improvement that it is now difficult to get them to participate in activities. The feeling in these schools and the findings of the study are that older teachers are motivated in the same manner as younger teachers and that they not only respond to the same techniques and urges toward in-service growth, but also in many areas if given the proper leadership, are the most effective in the program.

The feeling of the value of participation in administrative policies and procedures, supervision and professional improvement, curriculum planning and experimentation and research, while high with both, is greater among older teachers than among younger teachers. The feeling is also greater among women than among men. There was no perceptible difference in the attitudes of single and married women on these particular topics.

Teachers who have participated in workshops, or in study groups or committees in any one area are more likely to believe that the incentive in that area is valuable than are teachers who have not participated. This certainly tends to show that participation in any area facilitates teacher growth.

There is no substantial difference in the feeling toward in-service education on the part of teachers in large or small schools. Teachers who have done various amounts of graduate work and those who have completed the undergraduate degree are in close accord on what is an effective incentive for growth. Participation in workshop or study groups appears to be more important than recency of training.

Teachers with four or more children are more inclined to favor year-round employment as an incentive than are any other groups. It is probable that the economics of the situation rather than the professional aspect of the program is the reason for their expression.

Both principals and teachers believed that insufficient time is allowed

to carry on successfully and effectively the expected or necessary work for the teaching staff.

It is also interesting to note that those incentives which many educators and writers have thought teachers considered to be of primary importance are considered of value but ranked as secondary in importance by the teachers who took part in this study. These are as follows:

1. The seniority rights of teachers are protected in making promotions.
2. Supervisors act as consultants, visiting teachers only when asked.
3. There is a definite program for presenting and interpreting school needs, policies, and methods to the public.
4. Standardized tests are used for measurement of pupil achievement, and the results are used in the evaluation of instruction.
5. The administration passes on to teachers any compliments heard from parents or citizens.
6. An effort is made to see that publicity is given to unusual work or professional contributions of a teacher or teacher group.
7. Restrictions on the private life of teachers are minimized.
8. Social, leisure time, and recreational activities are developed for the staff.

CHAPTER III. SUGGESTIONS FOR FURTHER IMPROVEMENT

INCENTIVES WHICH PRINCIPALS ARE USING EFFECTIVELY

THERE is considerable difference between the status and needs of the in-service training program from school to school. Efficient programs have been operating in some schools for some time, others are well under way, some are just starting, and many are not yet under way. This diversity of status of the program consequently leads to the need for different approaches to the problem in the various schools. This chapter is primarily for those schools which would prefer to give further study to the improvement of a program which has been going for some time or is at least well under way. It includes the most promising incentives listed by principals and by teachers of effective in-service growth activities in their own schools. The first section deals with incentives listed by principals and the second section, with those listed by the teachers. A careful analysis of the incentives which are now being used effectively can be of value in making modifications or improvements in the current program of any one school.

The following have been selected without regard to relative importance from the list of practices which principals have found to be effective in their own schools:

1. The use of Growth Pattern, an instrument in which teachers and supervisors write separate reports of the teacher's work, together with a frank discussion between the teacher and supervisor is of real value.
2. A follow-up study of graduates is made by teachers and pupils, and curriculum changes are established as a result of the study.
3. A handbook and directory which gives the working agreement and understanding between the board of education and the teachers has been established.
4. A study has been made of lower ability students because of the large number of drop outs and consequent changes are being effected in the marking system and in the curriculum. The cooperative task of solving the problems is professionally stimulating.
5. Parent-Teacher study groups have been established.
6. Dinner meetings are held with faculties of other schools. There is discussion of problems and cooperative educational endeavors.
7. Findings and reports of the guidance program including case studies are being studied. Teacher discussions for each grade group are being held. These are helpful to the staff.
8. A faculty-administrative advisory committee has been found to be a very effective channel for bringing about a realization by the administration of teacher interests and needs.
9. There is a good community spirit. Most people have faith in the school and in its personnel. There is cooperation and understanding on the part of the radio and the press.
10. The Board of Education allows bonus pay for workshops and for additional academic training.
11. There is an active local teachers' association which is managed by classroom teachers.
12. Through bulletins and personal communication, attention is called to good work which has been done by teachers or by teacher groups.
13. Considerable emphasis is given to the personal satisfaction which comes from doing good work.
14. A summer school workshop has been established for teacher groups to work on school problems.
15. The staff is stimulated by working together on the reports of the North Central Association.
16. There is provision for sabbatical leave for one semester after ten years of service. The semester plus the summer vacation permits eight months for recreational, educational, or health purposes.
17. A Business-Industry day acquaints teachers with the problems of local industry and business.
18. A coffee hour is held between 3:00 and 4:00 P.M. Teachers have time for lunch and discussion.
19. An attitude that teaching is a profession to

be highly respected has been developed.
20. An extra factor for extra work has been developed as a basis for total teacher load.
21. A school psychologist has been employed for a study of teachers' and children's problems.
22. Teachers have been given two periods a day for duties other than teaching of classes.
23. A study of teacher evaluation of pupil learning has been completed.
24. The administration permits teachers to have the main responsibility in curriculum revision and development.
25. Teachers have studied problems of personal and vocational guidance until they are very conscious of the need to make changes in curriculum and in methods of teaching.
26. The teacher exchange program has proved to be very valuable.
27. Consultants and experts have been brought in to work with teacher groups.
28. There is a good professional library including about twenty-five professional magazines provided jointly by the Board of Education and the teachers' association.
29. There is a continuous organized program for curriculum development, study and classroom experimentation.
30. Teachers are placed in working situations which are interesting and stimulating to them.
31. Teachers participate in off campus university workshops.
32. The administration pursues an "open door" policy. Teachers for the most part feel free to speak their minds and often do so.
33. Cooperative university programs in connection with the practice teaching programs are very helpful.
34. New staff members are selected carefully. Those with ambition to progress help in motivating the work of the staff and of the school.
35. There is parent, teacher, and student participation in the study of attendance and curriculum problems with an action committee set up to administer the policies after there is group acceptance.
36. Teachers are required to earn thirty in-service credits each five year period. Credit is allowed for summer school, conventions, professional meetings, travel, and professional reading.
37. A faculty cabinet reviews and carefully analyzes outlines of instructions which go out to teachers in bulletin form.
38. Each teacher serves as an advisor for a cross section of the student body. A student stays with the same advisor during his entire senior high school experience.
39. The teachers serve on education committees comprised of teachers from other schools.
40. The faculty makes cooperative preparation for the activities of American Education Week.
41. Suggestions for daily and weekly activities are included in the principal's daily bulletin.
42. Regularly planned faculty meetings are held for the purpose of discussing some significant educational issue.
43. A social meeting is planned by faculty members and held once a month. Administrative problems are handled largely through the bulletin and are seldom mentioned at the social gatherings.
44. Teachers with special talent are permitted to develop new courses of study. Courses recently developed include Marriage and Family Living, Music Theory, Auto Mechanics, Agriculture, Second Year Biology, Boys' Family Living, Corrective Hygiene, Individual Sports, Consumers Education and Third Year Spanish.
45. The industrial arts department staff holds conferences with men on the job.
46. Teachers are encouraged to participate as speakers and consultants on educational and community programs.
47. A student opinion questionnaire is used annually. Pupils do not sign the questionnaire. This gives the teachers a reliable picture of classroom atmosphere and is effective in teacher improvement.
48. The teachers have compiled and tabulated a list of available community resources.
49. Meetings are held periodically with the new teachers as a group.
50. Teachers have participated in writing the material for a Board-Parent-Teacher Handbook.
51. Faculty members are used to present visual aids and new instructional techniques to other faculty members.
52. A pow-wow committee has been organized to do preliminary work on questions to be discussed by the faculty. Membership is for one semester and rotates until all members of the faculty have served.
53. Summaries of what other schools are doing and such material as educational articles and clippings are routed to members of the staff.
54. A series of staff meetings are held to discuss pupil behavior. Discussions based on actual pupil cases tend to make teachers more pupil conscious and to put better professional practices to work.
55. Teachers attended board of education meetings and demonstrated work being done in the classrooms.
56. The staff meets and visits with various in-

teresting and cultural organizations in the community.

57. Representatives of community groups are often invited to attend and to participate in faculty discussions.
58. The administration of the junior and senior high school has been divided, with each having a vice-principal to handle various phases of administration.
59. A series of "coffees" is held in the evening by the parents and teachers for each grade level. The resulting teacher-parent discussions have caused growth on the part of both parents and teachers.
60. In-service training meetings are held once a month, and different committees of the staff successively present previously selected topics. The necessary reading and cooperation for these presentations in addition to the topic being explained from the teachers' own experience have resulted in growth, particularly for older teachers.

INCENTIVES WHICH TEACHERS ARE FINDING TO BE EFFECTIVE

There is no better measure of the success of an incentive for in-service growth of teachers than the impact of the practice or experience upon the members of the faculty. No one is better qualified to judge the value of the experience in motivating teacher growth than the ones in whom the growth occurred, i.e., the teachers themselves. It is true that an experience which motivates growth in one teacher may not be the same as that which causes another teacher to improve. A careful analysis of the incentives which teachers believe have been successful in helping their own growth can be of real value to any school system trying to implement its own program. The following list has been selected without regard to relative value from statements made by teachers giving what they believe to be the most promising incentives in their own school systems:

1. Teachers' meetings are planned jointly by the administration and the staff.
2. There are curriculum study groups to develop, to follow up, and to evaluate the program.
3. Planning is done in departmental meetings to size up the whole picture and to integrate the curriculum.
4. Magazines in the field of education and a professional library are available to members of the staff.
5. There is administrative cooperation in obtaining necessary materials, teaching aids, and supplies.
6. A good school-community relations program has been established through a Home-School Council.
7. A Business-Industry-Education day is held annually.
8. There is a democratic atmosphere extending throughout the total school situation.
9. New Teachers are not hindered by tradition or by a strict supervisor.
10. The community is pleasant, and there is opportunity for leisure time activities.
11. The greatest incentive is the example set for teachers by the administration. The administrative officers are accessible and willing to help and advise teachers who bring problems to them.
12. Seminar meetings for teachers are held once each month.
13. Very close attention is given to the morale of teachers.
14. The school board is active, interested, cooperative, intelligent, and well informed.
15. There is a faculty council, consisting of teachers and administrators, selected by ballot. A real effort is made to solve the variety of problems brought to it.
16. Personnel work as done by the advisor system provides a teacher with knowledge of the child which is often invaluable in doing the best possible work with the individual student.
17. There are school standards, but the teacher and the teaching are not standardized.
18. Incentive is promoted by hearing specialists in the field present and discuss modern school problems.
19. Teachers are encouraged to join professional and public interest organizations.
20. The head of the department meets with young and old teachers to solve problems of teacher-student relationships. Much informal counseling for teachers and students alike occurs in the process.
21. The opportunity for freedom of expression creates the proper atmosphere for the young teacher. It is probably the best thing in the program.
22. A non-credit in-service training program was

initiated in 1939 with a designated increment on the schedule for the accumulation of fifty in-service credit hours. The discussions and lectures were very worth while.

23. Field trips and discussion sessions with leaders of both management and labor have improved relationships and understanding.
24. Teachers are permitted to attend educational meetings and workshops without loss of pay.
25. A payment is made above the maximum on the schedule for attendance and credit in summer school.
26. The city educational association is active in educational advancement as well as in providing social and friendly get togethers.
27. The administrator is constantly organizing conferences, workshops, and curriculum groups. He carries the teachers along with him in his enthusiasm for improvement.
28. An orientation program is in effect for both new and old teachers in the system.
29. Faculty meetings familiarize the teacher with the work of all departments and have led to more active interest in group study and in recommendations for change.
30. The administration shows personal interest in any project which a teacher wishes to undertake. Good work is commended often and openly.
31. An audio-visual plan for the presentation and discussion of problems has been developed. A large and valuable number of films has been made available for classroom use.
32. A year-round employment program provides opportunity for year-round professional work with commensurate pay.
33. There is an open house night when parents may consult teachers concerning their children's subjects and progress.
34. Various departments present the views and problems of the department at faculty meetings.
35. Workshops are held in various subject matter and problem areas. Teachers determine and define their own problems in these workshops.
36. Committees are working on a policy book which will be a full record of the course of study, rules, and procedures of the school system.
37. Criteria studies are made for the North Central Association.
38. Groups of teachers with similar interests, such as subjects taught, meet at regular intervals throughout the school year.
39. Teachers are encouraged to serve on state and area planning and curriculum committees.
40. The introduction of practice teachers into the system has brought about a feeling of inadequacy on the part of regular faculty members and a desire on the part of individual staff members to improve.
41. A career day is held each spring. Speakers from industry, nursing, organized labor, military services, and others tell students and teachers what is expected of students coming to them for jobs.
42. Teacher planned seminars are held by the superintendent once each month.
43. Each new teacher is placed under the direct supervision of an experienced teacher who will aid, direct, and counsel the new teacher on problems of the school.
44. Community leaders are utilized in all fields to convey their experiences to pupils and teachers.
45. There is a continuous but gradual modification of procedures by the principal as a result of teacher evaluation and experience.
46. Training for citizenship through the successful carrying on of student government by the student council has shown that leadership is best when shared and that the faculty can best operate on the same principle.
47. An orientation program is held for parents of pupils new to the school prior to the first day of classes.
48. Teachers' meetings are held according to a schedule and at regular intervals.
49. A guidance advisory committee and a monthly guidance bulletin have been established.
50. Guidance work is correlated with classroom work and cumulative records of pupils are made available to the teachers.
51. A series of educational lectures is provided by the Board of Education. They are available to all teachers and easy to attend.
52. Curriculum committees work vertically through the system from kindergarten through the junior college.
53. A central clearing place for the social calendar is maintained for the entire year. Initiation in arranging for meetings is received.
54. Professional "Know How" techniques are spread around among the teachers through a publication containing some of the better practices going on within the school.
55. The principal's bulletin contains timely quotations, proverbs or poems on educational matters and reports on such brief topics as what makes a good teacher, and education of the whole child.
56. A faculty committee composed of one member from each department formulates, enacts to, and administers problems related to par-

Grader fields such as measurement and improved skills in spoken and written English.

57. Teachers are supported by the administration in student, parent, teacher difficulties.

58. A period of time has been set aside after school hours for teachers to talk to pupils about their problems.

59. There is an annual visiting day when teachers visit other school systems.

60. Whenever the need arises, faculty committees are established.

CHAPTER IV. A SUMMARY OF THE RESEARCH STUDY

THE KEY to a successful program of in-service training is participation by the school staff. Participation motivates teachers to grow. Teachers appreciate the opportunity to share in the determination and execution of their own program.

The responsibility for establishing the local in-service program rests with the local administrators and the board of education. This effort on the part of the local school district will result ultimately in the establishment of a better school program for the children of the community.

First of all an administrator must be sure that he has succeeded in obtaining a working relationship with his staff based on mutual confidence and trust. The principal must understand and practice democratic relationships in dealing with his teachers. Open-mindedness must be an inherent characteristic of the successful administrator.

Progress comes faster from persons who have shared in a problem and consequently understand it than from those upon whom a solution has been imposed. What seems to be a problem of concern to one faculty may not be of concern to another. What is a problem one day may be replaced with another when the first one is solved. The greatest urge of the teacher is toward the solution of what seems to be important to him now. It is impertive, therefore, that teachers select and define the areas in which they have problems and in which they will work.

Teachers need to feel that they are an integral part of the school administration and that teachers, supervisors, and administrators are working together as equal members of a team. Teachers must realize at the same time that the problems of administration are of utmost importance in the consideration and determination of courses of action. Teachers working toward a solution of a problem must feel that progress is being made in the area in which they are working.

Lack of unity, conflicting ideologies, and the natural satisfaction with the status quo are major problems in starting an in-service program. Experience of schools which have started such a program is that these difficulties are not insurmountable.

The orientation of new teachers in the system is of major significance. New teachers need to feel that they are an integral and accepted part of the staff. They need also to understand the philosophy of the school and, above all, they need constructive help in the solution of their individual problems.

Community participation, teacher-administrator-parent committees, and community contacts are valuable assets to an in-service program.

The extension of the contractual year to give time for a pre-school period of orientation and workshops and for evaluation of the program and time for additional workshops after the close of school in the spring is a very valuable asset to the program. This gives teachers much needed time to work in areas which are important to them and to the school.

Sex, age, marital status, and parenthood are not major factors affecting the teachers' willingness or ability to participate in an in-service program. Where older teachers seem to be unwilling or incapable of participation, it is frequently because they have gone far too long without a program and

they have long since become satisfied with things as they are. Where well established in-service programs are in operation, older teachers, more often than otherwise, are among the most active participants. The indications are that the essential characteristics of a good in-service program are the same in both large and small schools, and that the program can operate successfully in both situations.

Democratic participation of the staff in solving the problems of the school is the most modern approach to successful school administration. The wider the participation, the more successful is the school. This calls for careful handling on the part of the principal, but will result eventually in better cooperation, greater understanding, and more growth on the part of the teachers.

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